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**BULLETIN OF THE**

**MISSOURI STATE**

**NORMAL SCHOOL**

**THIRD DISTRICT**

**A COLLEGE FOR TEACHERS**

**CAPE GIRARDEAU, MISSOURI**



**Handbook for High School**

**Teachers of Latin**

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1909



# BULLETIN

—OF THE—

## *Missouri State Normal School*

THIRD DISTRICT

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### A COLLEGE FOR TEACHERS

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## *Handbook for High School Teachers of Latin*

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## PREFATORY.

This Handbook has been prepared in the interest of classical studies in this section of Missouri, and it is sent out in the earnest hope that it may strengthen the hands of those faithful men and women who are teaching Latin and Greek in our high schools and academies.

Some of the articles are purposely pedagogical and are intended to help particularly those younger teachers who have had little experience in handling classes.

In order that the teacher of Latin may feel like throwing his whole mind, soul, and strength into his work, it is necessary that he have a well established faith in the educational value of the subject which he teaches. Some of the articles are presented for this specific purpose of establishing the teacher in his belief in Latin as a vital force in the great work of education.

There is no good reason why Latin should be taught as a dull, heavy, uninteresting subject. A live, well equipped teacher can make Latin quite as interesting to a class of average students as any other subject that is worth teaching. This does not mean that Latin can be taught successfully without good hard work on the part of the student, but the teacher who knows his subject and believes in it can make it both attractive and interesting to his classes. It is hoped that some of the suggestions made in this booklet may help on this good cause.

Many of the problems of the high school Latin teacher have not been touched upon. It is possible that at a later date another booklet of a somewhat similar purport may be issued by this Department of the Missouri State Normal School. Suggestions from teachers who are interested in advancing the cause of the Classics will be gladly received.

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I am particularly anxious to be in close touch with the Latin teachers of this Normal District. I shall be glad to be of any service to you within my power.

JOSIAH B. GAME.

Missouri State Normal School,  
Cape Girardeau, Mo.  
Oct. 20, 1909.



*“And yet, meager as was my classical education, I am certain that it has been of great value, and that a classical education should not be dispensed with or much restricted as an element in an all-round and substantial education, not merely of the scholar, but of the citizen. It lays the foundations of literary culture, and this is of vital consequence. It puts the student in touch and harmony with springs and sources of literature. Without it, he somehow always feels the lack of this. It enlarges his background; it is a rock under his feet; it saves from the consciousness of something behind unexplored and exaggerated for better or worse. It is also one of the most refreshing and wholesome well-springs of delight and of the eternal life of the human mind. Its literature is monumental and imperishable; and as all literature is inseparable from the personal elements of its creators, whatever brings us into closer speech with them brings us closer to the spirit of their works.”*

*From the address of Ex-Secretary John D. Long, before the New England Association of Classical and High School Teachers, December, 1908.*

## SANITY IN EDUCATION.

(Extract from the Address to the Graduating Class of the Missouri State Normal School, Summer Commencement, August 13, 1909, by Professor J. B. Game, of the Department of Latin and Greek.)

## 3.—Sane Education and the Man Himself.

In this connection it is proper to call attention to a disposition, pronounced in some quarters, to make the **man himself** the center of educational interest. We have had a somewhat strenuous campaign in the interest of highly specialized scientists, engineers, mechanics and operatives, and the end has been fairly well attained, but there is ground for complaint in the type of **men** thus obtained. It is being felt more and more that a sane education must include primarily such development and training as will render the man's nature refined and ennobled, will awake him to lofty endeavor, and will bring him into sympathy with what is noblest and best in life,—in his own life and in the world in which he moves. This fuller training for a place in the world as a **complete man** is wholly independent of the question of a training for any trade or profession, which it does not exclude, of course, but the emphasis is changed from an apparent essential to one which the whole world will recognize as absolutely real and fundamental.

A man may be a splendidly trained farmer, or mechanic, or even professional man, and may be able to make money in abundance, but if he is not more than these things, does life really mean much to him? Is he broadly sympathetic with what is best in the world of art and letters? Does he see anything in painting, or sculpture, or music? Do these have any message for him? Does he find a friend in great books? Do the spirits of great and good men commune with his spirit as he goes about his daily toil?

Rather, is there not a danger that his life will be hollow? that he will be lacking in a spirit of true humility and of appreciation of the rights of others? that he will become hard, unfeeling, ungenerous, and self-centered? that he will be dependent upon public amusements for his highest pleasures? Will not those finer qualities of nature forsake the man who does not cultivate them, in whose mind a permanent place has not been prepared for their indwelling?

It is not enough that a man be a good mechanic, or farmer, or even physician, or lawyer, or teacher,—his education must stand or fall by whether he is, in addition, a man of broad, catholic spirit, with an appreciation of the higher and better things of life, or merely first, last, and all the time, a servant of his trade or profession. Nature has much to do with these qualities, but it is submitted that an education which neglects the culture element, which fails to take these native forces and polish and refine them for the happiness of the possessor, and for the service of the common good, by this neglect is a destroyer of what heaven meant for a blessing to society.

Professional training is a necessity, we all know, but it should not be so coldly professional, should not so severely stress the making of a professional out of the man that he becomes not more than a mechanical device, that he fails to become a full, open-minded, generous-hearted man. The training of the **man** should have the first place, and the training for a **livelihood** should be secondary.

This severe application to the material, to the exclusion of higher things, is well represented in a statement of Charles Darwin, as found in his Autobiography: "Up to the age of 30 and beyond it, poetry of many kinds, such as the works of Milton, Gray, Byron, Wordsworth, Coleridge, Shelley, gave me great delight, and even as a school-boy I took intense delight in Shakespeare. But now for many years I can not read a line of poetry; I have tried to read Shakespeare, and found it so intolerably dull that it nauseated me. I have lost my taste for pictures, and for music. My mind seems to have become a kind of machine for grinding general laws out of a large collection of facts, but why this should have caused the atrophy of that part of the brain on which the higher tastes depend, I can not conceive. \* \* \* The loss of these tastes is a loss of happiness, and may possibly be injurious to the intellect, and more probably to the moral character, by enfeebling the emotional part of our nature."

On this says Professor Walter Miller, S. Ed. Rev., 4, 104: "If Charles Darwin found the loss of his higher aesthetic tastes so lamentable, how much more lamentable must be the paralysis of the intellectual power when this exclusive devotion to the cultivation of one side of the intellectual nature begins before the mind has fairly developed. But utilitarianism with promises of material wealth is ready with her reply: "Seek ye first money; culture after wealth," and technical education without the basis of broad culture has grown and spread to an incredible extent. Said President But-



ler, 'Its essential narrowness and Philistinism increase with its success in establishing itself, and it promises for a long time to come to assert its overwhelming ascendancy until a race of men shall come upon the stage with about as much religion as a threshing-machine, and hardly more social charm than a storage battery.' "

But even some of those who have been extreme in the claims of applied science as a source and means of culture are abandoning their former position, and statements such as those made by the entire engineering and medical departments of the University of Michigan give evidence of a returning sanity which is becoming general throughout our country. The Board of Trustees of the Massachusetts Institute of Technology recently offered the presidency to the head of the Latin department at Princeton, and the fact was widely commented on that they made a search of the classics departments of the country, in hope of finding a man who would meet the demands of the institution. Failing to find what they did want, they next took a man who had been trained under the conservative methods of the English people, himself a professor of Pure Mathematics.

#### 4.—Some Fundamental Factors in Sane Education.

In any sane educational program there are certain fundamental factors or elements which can not be disregarded without loss. The first of these is the **element of time**,

Young America (and sometimes old America) is in a hurry, and he wants a short route to the educational goal. He does not object especially to an education if he can get it on the run and painlessly. Even good business men scold the schools for holding young men so long, while electricity and flying-machines are moving things in terms of miles in place of the rods of other days. Sane education recognizes the fact that while some things have surpassed the rate of progress of a hundred years ago, still seed-time and harvest are now just as far apart as they were in the leisurely days of old Methuselah, the seasons are the same, and the period of physical development is the same. Some processes can not be hastened without great loss. Mental processes, mental development, require time, time, time, and there is no escape from it. It has been well said that when the Almighty wanted to make a gourd, he needed but a few days or weeks, but when he wanted the

giant oak of the forest, he needed years and even centuries. It takes more time to educate the whole man than it does merely to train the hand to move accurately through space and do its mechanical duty, but the whole man when educated is not dependent for life's enjoyment upon any outside world; he has a world, he is a world of himself, and stands of all creation, nearest in kind to his Maker.

Another factor is that of **hard work**.

Students generally do not like to hear of this as even a remote possibility, but there is no escape from it. For real education, for culture, there is no hope short of hard, persistent work. The way to scholarship is rugged and steep. Increasingly exacting requirements are being made of teachers, as well as of others, in the way of culture and scholarship. This disposition to stress real scholarship is well illustrated in the new requirements which have been fixed by this institution for all degrees and diplomas after this year. Hard work is emphasized as positively in the schedules announced as conditions at present will permit, and this is one of the boldest forward movements in the history of normal schools in this country. Any promise of culture that is not based upon hard work, is on its very face a snare and a delusion. There is no education that is worth while within the reach of human beings short of patient, determined, ceaseless endeavor, coupled with a persistent concentration of the whole mental powers upon the subject in hand.

Another factor is that of immediate instrument, i. e., of the subject studied.

It has been boldly argued that one subject is just as good as another; that no matter what one studies, it all amounts to the same, just so he is studying. This is brother to the idea which is just as sane and balanced, that no matter what one eats, it is all the same, just so he is eating. Physical disaster in the one case is no more certain and sure than is mental disaster in the other.

In addition to what I have already said about unrestricted election, it is in place to say that there are sane and sensible means which are known to be able to produce desirable ends in education. As the prospective dentist has little to hope for from a study of submarine navigation, and ought not to feel that this study could serve his purpose, so one who is seeking for a well developed mind, a well-rounded education, ought not to hope that he can reach his end by the use of means which common-sense wholly rejects. What he needs is such subjects and in such combinations

as will in a given time evenly develop the mental powers with which he is endowed, and he should strenuously avoid such subjects and such combinations as will, in the light of human reason, defeat his purpose. Common sense and common utility demand that his main dependence should be upon such subjects as have been tested, have a literature of permanent value, and are available in a sufficiently organized and usable form for the purpose in hand. There are some subjects which never can have any genuine literature of their own, and consequently offer no hope of taking a permanent place in education. Some of these are valuable arts, in themselves, and we can not get along without them, but they have no element of a kind which can serve as a basis for mental development. An instance of this kind is the work of a mill operative, another is sewing, another is typewriting, and the list can be extended greatly,—subjects worthy of attention for their own sake, but they offer nothing in the way of mental development, other than in the little of theory which lies back of them, and the concentration necessary until reflex action has taken hold of the situation. Otherwise our cotton mills, sweat-shops and bakeries would be ranked as great universities and centers of human learning. Skill is one thing, and entirely different from culture and real education.

For generations the humanities have been the main dependence of educators, and they served their part well. A quarter of a century ago, as I have indicated, a swinging of the pendulum away from the classics, in particular, began. This was favored by the large claims for science as a utility subject, for it was rather easy to prove to any one who knew nothing of classical training that it was not useful. Classics could not be used to drive a mule with (although there are hidden possibilities), or chop wood, or dig ditches, therefore it was not useful. Science could do these things, could formulate theories for these things, it was said, therefore science it must be. Recently I had occasion to look over some texts in science which were my sources of information in other days, and, on comparing them with the recent texts of the same subjects, I found that all my old chemistry and physics and biology was out of date, that after all it was not a utility, unless used before it got cold. And so of the science of today. Ten years from now it will be impossible for one who does not keep up with the changes to feel sure that he knows anything of these subjects. The science of today will not be a utility ten years hence.

Science got into the harness, so to speak, by her claims as a utility subject, and her extreme devotees must bear with fortitude

some of the criticisms which they have been, in other days, fond of giving to the underestimated humanities. Science has not made good as a utility subject, except where it is used strictly in applied fields by the limited number who work in applied science. This failure can not be better expressed than is done by Professor Hayden in a recent article, from which I quote to commend:

"Laboratory experiments multiplied beyond all reason; laboratory manuals so minute in their specifications that no place is left to the student for that effort and rumination which is indispensable to the growth of strong mental tissue; inadequate mathematical preparation for physics that makes the subject largely a juggling of apparatus and mechanical application of predigested formulae to concrete data; geometry boiled down until its real essence and spirit—the intuitive apprehension of spatial magnitudes—is completely volatilized,—these are a few of the results of this feverish passion for obvious external results. Mere activity, mere busyness that expends itself in tinkering with an infinitude of trifling details, is a sheer waste of time and energy."

It must be understood that I am not opposed to science, to pure science, as a factor in a complete education. I believe in it most fully, but I do not believe that any amount of science can take the place of the cultural subjects which have been the basis of our educational training for generations. The two supplement and complement each other in an educational system with great felicity, and it ill becomes one to undertake to crowd the other out of its proper place.

In this connection I may appropriately refer to an experience in the history of education in Germany. In 1870 the German government asked the University of Berlin to consider the admission of graduates of the Realschule to the university on equal terms with those of the Gymnasium, whose training is based largely on the classics, indicating in this request that the Realschule afforded an equivalent preparation for advanced study. The philosophical faculty replied: "The non-classical training is incapable of furnishing a preparation for academic studies equal to that afforded by classical training; that all efforts to find a substitute for the classical languages, whether in mathematics, or in the modern languages, or in the natural sciences, have hitherto been unsuccessful; that after long and vain search we must come back finally to the result of centuries of experience, that the surest instrument that can be used in the training of the minds of the youth is given to us in the languages, the literature, and the works of art of classical antiquity."

In spite of this, the government opened up the universities to the graduates of these technical high schools. After ten years of experimenting, the entire faculty, professors of natural and physical sciences included, declared that in spite of the start gained in scientific study by the graduates of the technical schools, they were speedily overtaken by the graduates of the classical institutions, and left in the rear. The entire faculty petitioned the government to repeal its decree and admit to the university only such students as had received the training of the classics, as the only adequate training for university study. On this petition were the names of Liebig, Helmholtz, Hoffmann, Rammelsberg, Mommsen, Curtius, and others of equal fame. (Miller, S. Ed. Rev. 4. 100.)

There is developing a sane and healthy reaction against the extravagant pretensions of some of the sciences, and I have no doubt that we shall shortly see a peaceful solution of the questions involved, which shall accord to each its proper field and function in the work of education, without any encroachment upon the other. A well educated man is in need of both, in due proportion, and neither can be neglected.

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## II.

### THE CLASSICAL CONFERENCES AT THE UNIVERSITY OF MICHIGAN.

Probably the most profitable and far-reaching contribution to the cause of classical studies of recent years is that of the Classical Conferences which have been held at the University of Michigan, under the auspices of the Michigan Schoolmasters' Club. The first conference, March 29, 1906, had, as the center of interest, a discussion of "The Value of Humanistic, particularly Classical, Studies as a Preparation for the Study of Medicine and of Engineering." Among the speakers were Dean Vaughan, Department of Medicine, University of Michigan; Dr. Charles B. G. De Nancrede, Professor of Surgery; Dean William B. Hinsdale, of the Homeopathic Medical College, University of Michigan; Professor Herbert C. Sadler, Marine Engineering, University of Michigan; Professor Gardner S. Williams, Civil, Hydraulic, and Sanitary Engineering, University of Michigan; Joseph B. Davis, Associate Dean of the Department of Engineering, University of Michigan; George W. Patterson, Electrical Engineering, University of Michigan.



The second conference, March 27, 1907, was given to a consideration of "The Value of Humanistic, particularly Classical, Studies as a Preparation for the Study of the Law, from the Point of View of the Profession." The speakers were Merritt Starr, of the Chicago Bar; Lynden Evans, of the Chicago Bar; Dean H. B. Hutchins, Department of Law, University of Michigan; Hon. Harlow P. Davock, of the Detroit Bar; Hon. Levi I. Barbour, Regent University of Michigan.

The subject before the third conference, April 1, 1908, was "The Value of Humanistic, particularly Classical, Studies as a Preparation for the Study of Theology, from the Point of View of the Profession." Those who spoke were President MacKenzie, Hartford Theological Seminary; Rev. A. J. Nock, St. Joseph's Church, Detroit; Professor Hugh Black, Union Theological Seminary, New York; Professor Francis W. Kelsey, University of Michigan; President James B. Angell, University of Michigan.

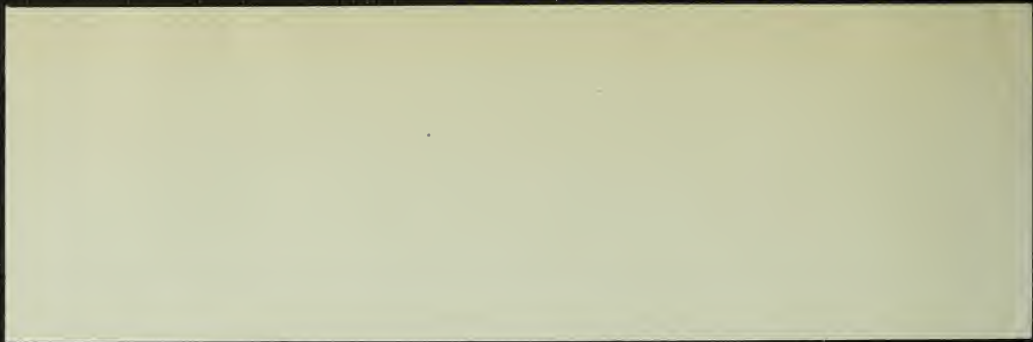
The fourth conference discussed "The Value of Humanistic, particularly Classical, Studies as a Training for Men of Affairs." Letters were read from the Hon. James Bryce, Ambassador of Great Britain; James Loeb, formerly of Kuhn, Loeb & Co., New York; William Sloane, President of W. and J. Sloane, New York. Addresses were made by the Hon. John W. Foster, Washington, D. C.; Charles R. Williams, Editor of the Indianapolis News; Dr. Harvey W. Wiley, Chief of the Bureau of Chemistry, Washington, D. C.; Hon. James Brown Scott, Solicitor for the Department of State, Washington, D. C.

The Reports of these conferences were published in the "School Review," and the Michigan Schoolmasters' Club was able, through the assistance of the Board of Regents of the University, to have reprints made for distribution. Those who desire copies are asked to apply to Mr. Louis P. Jocelyn, Secretary, So. Division Street, Ann Arbor, Michigan, enclosing a two cent stamp for each pamphlet, postage. No. IV announces that the reprints of No. I are exhausted, which is to be regretted, as it is a very valuable number. A few of II and III are available, and No. IV, one of the very best of the lot, is ready. No teacher of Latin who reads this notice can afford to delay in making application for these booklets. Nothing more helpful to a young teacher of the classics can be found anywhere. In this movement the Michigan Schoolmasters' Club is doing a great work for sane education in America. By all means, apply for these booklets without delay.

WITH COMPLIMENTS OF

JOSIAH B. GAME

DEPARTMENT OF LATIN AND GREEK  
MISSOURI STATE NORMAL SCHOOL



There are others, not teachers of Latin, who will be interested in these discussions, and for these it would be very profitable if large extracts from all these addresses could be given here, but there are some statements which are so very plain and sensible that a place must be given them. These extracts are taken out of their setting and much of their force is consequently lost. However, there is still a real value in these excerpts as they are copied below:

1.—Dean Vaughan, No. I, pp. 390-391:

Although we cannot define mind, we know something of its *modus operandi*. We know that the pyramidal cells of the cortex of the brain must be brought into relation with the non-ego; that this connection can be made only through the nervous mechanism of the special senses, and that this machinery does fine and effective work only when nicely adjusted under the guidance of long experience. Like the gastric cells, the pyramidal cells of the brain atrophy with disuse, as happens when fed upon predigested food; and if I may express an opinion here parenthetically, I will state that too much of this kind of pabulum is dealt out to the young in both our secondary and higher institutions of learning. There has been found nowhere a better training for the thinking apparatus of the young than the study of Latin and Greek. The great number and variety in the inflections of noun and verb render close attention an absolute necessity, and this, in and of itself, is of the greatest value in an educational way. Carelessness and superficiality are incompatible with any thorough study of Greek and Latin. Besides, with the close attention that the student must give to the variations in the structure of words, he soon begins to perceive that these indicate variations in the shade of meaning, and then the joy of study takes possession of the student. His observation is sharpened, his perception becomes more delicate, and he finds increased pleasure in the intensity with which he seeks fully and correctly to interpret the author's meaning. And this habit of close observation, of attention to detail, of looking for fine distinctions and shades of difference, and the alertness of mind possessed by an individual of this habit, will be of inestimable service to him, should he choose medicine for his profession, both in his experimental work in the laboratory and at the bedside of his patient. This point in favor of the study of Greek and Latin, it seems to me, is not easily overestimated. Indeed, the progress of medicine is determined largely by the accuracy and precision

with which observations are made. The careless or the superficial man is not suited either to the practice of medicine or to the conduct of experiments for the elucidation of medical problems.

2.—Dean Vaughan, No. I, p. 393:

I have given thus briefly and imperfectly some of the reasons of a practical character as to the value of Greek and Latin to the prospective medical student. There is much more that might be said. The boy who has not studied these languages has missed the full and satisfying pleasure that comes to him who reads in the original the wonderful epic of Homer and the stately lines of Virgil, has caught the full force of the eloquence of Demosthenes and of Cicero, has had a bout with Horace and helped Caesar build his wonderful bridge; and *mirabile dictu*, I believe that the boy who has had the wider view given by a study of the classics will be all the stronger in both experimental and practical medicine on account of the knowledge and wisdom gained from the wise men of Greece and Rome.

3.—Professor Williams, No. I, pp. 410-411:

The information that a student absorbs during the early days of his life, after all is said and done, is not such a very important thing. A great deal of it will very likely cease to be accepted as correct information before he has gotten through college, particularly if it is along many of the scientific lines. We should, therefore, even in the high school, look more to developing and directing the students' mind, than to filling it with miscellaneous bits of information here and there.

If I were to say what would best comprise the preparation of the student for the engineering course, at this time; if I were to lay out four years' work, it would be something along this line, assuming that the student carries four major subjects each year.

I should put first for the first year: English grammar, composition, and spelling—do not forget the spelling. I think I would put next arithmetic, because the student should get through arithmetic in the earlier part of his course. He should be thoroughly trained in it in the grammar school, because, although arithmetic is a true science, a great many things in it must be actually learned, must be impressed upon the student's memory. He will not have time in after-life for counting up to discover that two and two make four, or figuring out the multiplication tables. He must know them. I would put next in the first year Latin, and then I would put history.



Going to the second year, I would put Latin first, I would put algebra second and I think I would introduce physics, elementary physics, because then it is time that the pupil should begin to appreciate some of the laws of nature. I should prefer history to make up the last study, but out of deference to some of my scientific friends I would submit to biology.

Third year: Latin first, algebra second, English composition and rhetoric third; then another language, either German or Greek—it would not be French. Not that I have anything against French, but if one has a thorough foundation in Latin, French comes too easily to warrant any time in its acquisition in the high school.

For the fourth year I would put Latin first, geometry second; then I would put English literature, the reading and the speaking of the masters of English—and I consider this a very important one of the branches; the understanding of a great language, the foundation of an accurate vocabulary, the development of a taste for something besides the vernacular. What we need today is less of the dialect and more of the pure English. It would be better for our language, if those who are seeking to perpetuate the dialect of the plains and of the “poor white trash” of the South would cease their efforts, and let us get back to the language of Thackeray and Scott. Then as a fourth branch I would put in either German or Greek.

In closing, it may be well to state what inclines me so strongly to Latin. My father did not have an opportunity to study it, but he thought that it was wise that his son should, and a portion of my time in the high school was devoted to that subject. With a retrospect of twenty years, it seems to me I am warranted in saying that I could have better spared any other course that I took in high school than the Latin. If something must have gone, if I could have taken but three-fourths of the subjects that I took, the Latin would be first and foremost, the one thing that would not have been left out.

4—Mr. Starr, No. II, pp. 414-415:

The objection that the classics are uninteresting, hard, and dry, is put forth by the boy himself. And from every point of view we give this objection too much importance. But to the active practicing lawyer I beg to say that this is an important element in their value.

A lawyer must needs study uninteresting old statutes, dry and ancient blue books, stupid, antiquated ordinances, early black-letter

precedents, to find out what the law is and what his client's rights are. Unless he can study alertly, patiently, and discriminatingly all these uninteresting, hard, and dry sources of the law and bases of rights, he will never reach the higher walk of his profession. Many men have natural aptitude for this. Many men have such superior ambition and industry that they will learn how to do this work when the necessity for it overtakes them. Of them we do not speak. But for the average youth who aims to become a lawyer there is great need that he be given special **training in the interpretation of documents** which are uninteresting, hard, and dry. He will have no end of it to do in his profession. He should conquer this preliminary difficulty before he enters upon his work. And while hard work for hard work's sake is a solecism, hard work **in something worth while**, for the strength and skill to be gained thereby, is the essence of all disciplinary education. And this applies to the study of the classics by the would-be lawyer.

5.—Mr. Evans, No. II, pp. 421-422:

Another important desideratum in the training of a lawyer is accuracy of interpretation. While one is studying Latin and Greek he is being trained in a method very like that which he must pursue in construing a law. Pick up a statute just enacted, and begin to study it carefully to find out what its full meaning and effect is, and you are doing precisely the same thing as when you take a passage of Livy or Tacitus and endeavor to find its exact meaning. Every word must be weighed, and the point of its position in the sentence determined. The effect of former laws in a case is like the effect of the preceding sentences or the context; and the meaning of that sentence as related to the following sentences, as to whether it makes a complete story, is like the consideration of full meaning of the statute itself in connection with the rest of the substantive law on the question involved. This determination of the meaning of statutes is one of the most practical duties of a lawyer. It will hardly be maintained by anyone that, as a preparation for this sort of work the natural sciences or mathematics will have a practical value in training equal to that of Greek and Latin.

6.—Dean Hutchins, No. II, pp. 426-428:

The foregoing, by way of introduction, leads naturally, I think, to the suggestion that I desire to emphasize, namely, that preparation for the law should be made by the study of such subjects as will train a man to **acquire easily and rapidly, and to think logically**

and independently. And, in my judgment, the subjects the study of which tends to the development of these qualities are those which require of the student strenuous, painstaking, and persistent effort for their mastery. If I could regulate the preparation of law students, I would eliminate from the course all predigested and specially prepared foods, and I would give the young man something that would demand earnest effort on his part to assimilate. While I believe in and advocate a thorough college course as a preparation for the study of law, and while I hope that the time is not far distant when such a course, or its equivalent, may be made a prerequisite for legal study, I am frank to say that the young man who has a thorough, old-fashioned classical and mathematical preparation for college is, in my judgment, much better fitted for the study of law than is the man who during four years in college has dissipated his energy and weakened his power to think clearly and logically by desultory and pointless work in "snap" courses that require little or no effort on his part. But I wish it understood that in making this statement, I do not intend a criticism of the elective system as such, for I believe in it, but I believe also that it should always be so supervised and regulated that disciplinary subjects predominate during at least the first half of the course. Under such a plan the student comes to the specialized work of the last two years with a quickened and strengthened mind and an informed judgment.

And it is because the preparatory study of the law student should be of the strenuous kind that the ancient classics may well take a prominent place in the preliminary course. There can be no question, I think, as to their disciplinary value. It is quite impossible for one to master the elements of Latin or Greek, and to attain a reading familiarity with either of those languages, without a painstaking and continuous mental effort. There must be a persistent training of the memory and a constant exercise of the judgment. For the prospective lawyer there can be no better discipline than that which comes from the discriminating effort involved in careful translation. The lawyer's professional life must be largely devoted to the interpretation of the law, and to the preparation and interpretation of legal instruments; and the greater his skill in the use of language and in discovering shades of meaning, the greater his effectiveness. But, putting all this aside and conceding, for the moment, that the study of the ancient classics is without practical value, and that whatever we learn of them is soon forgotten, we still cannot escape the fact that the mental power and

effectiveness that are the results of that study remain with the man and become a part, and a very large part, of his equipment for the activities of life.

7.—Mr. Davock, No. II, pp. 430-431:

I was impressed with the idea, advanced by one of the speakers a year ago, that Latin and Greek are almost always taught by trained teachers. The German and French course, when properly presented, is most valuable, but the average of teaching in the modern languages is not so high as in the ancient, and the spoken language is much more easily acquired. The competent clerk or waiter in France and Germany, on account of his environment, must write or speak English; but this does not mean scholarship. You stand amazed at the fluency with which a young miss with an English accent explains to you the Palais de Justice at Brussels, and find that she learned our language by visiting a sister in London for two or three months. The man who succeeds in life is he who has gained the command of his own mental processes through close, hard work, such as is inseparable from the study of Latin, Greek, and mathematics.

The question when and how far Latin and Greek should be studied may be left for determination to the educational expert, but I wish to enter my protest against the apparent ease with which other studies at the present time can be substituted. The substituting of superficial polish for deep culture—the substituting of a kind of Chautauqua or lyceum course of lectures for the rigid training of classics, mathematics, and philosophy—is to my mind the imminent peril which presents itself in the present type of college and university curriculum, and surely for no profession is sound and thorough preliminary study more needed than for the law.

8.—Mr. Barbour, No. II, pp. 433-434:

Aside from the point of view of the professions, the value of the humanistic studies as making life worth living ought to be emphasized. These studies are of more value than any others for the character which they give to life.

In this country we have made a very grave mistake in reducing the requirements for the bachelor of arts degree so that almost any study, or a half-dozen miscellaneous studies pursued as the student may desire, will entitle him to this degree: that is, to a reputation for knowing something which he does not know, and of having

earned something that he has not earned. I should like to go back to the old condition of things, when the degree of bachelor of arts meant classical education.

9.—Mr. Loeb, No. IV, pp. 7-8:

The great and legitimate aim of a business man is to make money, to provide for himself and his family such luxuries and comforts as his tastes and social standing demand. But when a man has reached the goal of his desires, when he has made his pile and wants to enjoy it, then comes the time for the making of the real and only **Balance Sheet**. Then he must ask himself, "What are my resources, now that I have everything that money can buy? What are my spiritual and intellectual assets? How can I best spend what is left to me of life?" Lucky is the man whose early training fits him for something more than the golf-field, or the tennis-court, and for something better than the gaming-table when his days of business activity are over. He can taste the gentler pleasures that await him in his study and by the blazing hearth-fire. His Sophocles or his Homer or his Catullus will make the winter of life seem like its early spring when the greatest struggle he knew was with the elusive rules of grammar and syntax. This busy world of ours cannot stop: it will always whirl and rush and hustle. But some of us—and the more the better—must learn that on one side of the rushing stream of life lie the peaceful backwaters, in which the clouds and the sun, the shrubs and the birds of the air appear reflected in their true, undistorted image, gently floating on the limpid pool of reverie.

10.—Mr. Sloane, No. IV, p. 9:

Again, a business man who has had a classical education cannot fail to remember with reverence and affection those patient, consecrated men who taught him Latin and Greek, and awoke in him a love for the beautiful. Such men as these, with ideals, he perhaps no longer meets in his daily vocation. With the passing years he may have forgotten the very names of the Classics he read at college, but the memory of those days, of those men, of their enthusiasm in their work, has had its effect on the man himself and he is better for it, and I believe a better business man, too, for unconsciously he has acquired something which he values as a precious possession, a something which distinguishes him from his fellows and makes him singularly happy in his work.



11.—Mr. Williams, No. IV, pp. 22-24:

Now, in my opinion, there is no other way by which students can come to so thorough a knowledge of the powers and possibilities of the English language, to working familiarity with its ample vocabulary, to a comprehension of slight distinctions of significance in its profusion of synonyms, to a precise discrimination among its wealth of epithets, and to ease of movement in marshaling word and phrase in orderly formation, that is to be compared with the study of Greek and Latin. Every hour with text and lexicon and grammar, every exercise in classroom, becomes a practice, an experimenting, a successful engagement in what Mrs. Malaprop thought she was saying when she boasted of her aptitude for "a nice derangement of epitaphs." At a period of his development when a student has few thoughts of his own to express, and scant power to express even what thoughts he has, he has placed in his hands a masterpiece of the world's literature couched in alien idiom and surcharged with allusions to customs and traditions and events remote from his cognition or experience. For high thought and strange form and antiquated mode he must find adequate interpretation and expression in his own language. Almost imperceptibly he finds his range of expression amplified; his appreciation of delicate shades of thought quickened; his vocabulary expanding; his sense of the value of words, inherited from the Greek and the Latin, deepened; his ability to think more clearly and to give utterance to his thought with propriety and precision vastly augmented. In all his efforts to translate the classical authors he has been sounding the depths and exploring the heights of his own vernacular. He has been away for the time at any rate from the flippancies and irrelevancies and slang of the campus and the athletic field and drinking large draughts from the well of English undefiled. He may have thought he was only trying to learn Greek and Latin, but all the time he was perfecting himself in the mastery of English, perfecting himself in the power of precise and accurate statement, of adequate and appropriate expression. If any man hopes to be a leader in the practical life of the time he must have the power to think straight and to give forceful utterance to his thought.

For the man that seeks to be a leader in the practical life of the world the study of the Humanities, of Greek and Latin, is to be recommended and urged, therefore, because of the thorough understanding and mastery of English that it gives; because of the discipline of the intellectual powers it affords, in determining the precise meaning of an author's discourse; because of the knowl-

edge gained of the sources of our own language, our institutions, and our culture; because of the cultivation of taste that comes thereby in all that is high and fine in literature and art; because of the wider vision it gives to the spirit of men, and because it deepens one's sense of the continuity of culture, of the solidarity of the race, of our debt to the past, and so of our obligation to the future. It makes a man more a man, the more he knows of what men aforesaid have borne and done and thought. The most practical man, in the final survey of human life, is the one that puts the emphasis on man and not on practical; who is never too absorbed in the cares and triumphs of life to ask himself soberly now and then: "What shall it profit a man, if he shall gain the whole world, and lose his own soul?"

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### III.

#### THE INCREASING INTEREST IN LATIN.

High school teachers of Latin are frequently called upon to defend their subject by some wiseacre who assumes to be an authority on what the whole world should and should not study. We are often told that other subjects are taking its place, that in a few years Latin will be cast out of the schools, altogether!

Those who are really interested in getting at the truth of the matter are urged to turn to pages 1050-52 of the Report of Commissioner Brown, of the United States Bureau of Education, for the year 1907. The statistics there given are so important and so full of enlightenment that they deserve to have the attention of every school man in our country. Page 1050 gives the exact per cent of students in public high schools studying the various branches, page 1051 gives that of private high schools, and page 1052 gives the per. cent of the total number of students in both public and private high schools studying the different branches. The time covered in the statistics is from 1889-90 to 1905-6, inclusive.

In 1889-90, 33.62 per cent of all high school students in the United States studied Latin. This per cent increased year by year, almost regularly, and in 1905-6 had reached 50.17 per cent. In Wisconsin, Michigan, and Illinois, the percentage has remained about the same during this period. Leaving these states out of account, the states comprising the Middle West show that 63 per cent of all high school students are studying Latin. Greek shows

a decline, from 4.32 to 1.85, which is partly due to a lack of facilities afforded by the high schools, partly to other causes. Colleges and universities are generally offering preparatory courses in Greek in order to make up for the lack of opportunity in the high schools. French increased from 9.41 to 11.12, and German from 11.48 to 21.04 per cent. The sciences all show a large decrease. Algebra, Geometry, English, and History, show a healthy increase.

The decrease in the per cent of students in the sciences will be a surprise to many, particularly those who continually sing the song of the "practical" education, but it is in reality one of the healthiest indications in the situation. Many of the very best teachers of science are urging the high schools to hold the students to the standard subjects, language, mathematics, and the like, and let the science studies wait until they are prepared to do something more than move bottles and instruments around and litter up the laboratory. The loss of science in the high school merely indicates a sane adjustment by which real science work in the college and technical school takes the place of what has been, in some high schools, merely a pretense, or worse. This time given up by the sciences in the high schools, is distributed among subjects which young students can study with every assurance of profiting thereby.

We insist that these statistics are worthy of careful study.

For those high schools which are at sea as to the relative values of subjects in the curricula, we most strongly commend the recommendation of the Committee of Ten (1893) as given on page 1049 of this same Report for 1907. Nothing better has been done as yet.

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#### IV.

### THE BEARING OF THE CLASSICS UPON ENGLISH LITERATURE.

Those who have read the reports of the Classical Conferences held at the University of Michigan have noticed the frequent references made by various speakers to the very large benefits which a student of English derives from a knowledge of Greek and Latin. Only those who know these languages are prepared to estimate their bearing upon English.

A most interesting contribution to this phase of the classics is found in some facts collected by Professor F. J. Miller, Ph. D., of the University of Chicago. This investigation was concerned with the use of mythological references by the authors examined. These furnish most valuable and comprehensive evidence of the extent to which some of our best literature is bound to the classics. He has made a card catalogue of the mythological references in a good large number of the English poets and, in round numbers, these sum up as follows:

Spenser . . . . .	650
Byron . . . . .	450
Shelley . . . . .	325
Robt. Bowning . . . . .	250
Tennyson . . . . .	225
Pope . . . . .	200
Wm. Morris . . . . .	200
Ben Jonson . . . . .	200
Hood . . . . .	200
Swinburne . . . . .	175
Mrs. Browning . . . . .	100
Matthew Arnold . . . . .	100
J. G. Saxe . . . . .	100
Holmes . . . . .	80
Clough . . . . .	80
Rosetti . . . . .	75
Herrick . . . . .	75
Campbell . . . . .	75
Longfellow . . . . .	50
Cowper . . . . .	50
Lowell . . . . .	50
Whittier . . . . .	50
Poe . . . . .	40
Bryant . . . . .	30

It is well known that Shakespeare and Milton make very large use of mythological references, but Professor Miller has made no estimate of these as yet.

It may be objected that a knowledge of mythology can be had without a study of the classics. This is partly true, but it is proper to reply that unfortunately very few who do not study the classics give the time and effort necessary for obtaining a knowledge of mythology. Even when time and effort are expended, the results obtained from such a study of mythology out of its natural setting

are rudimentary and of comparatively little service. Dictionaries, encyclopedias, and handbooks of mythology are of easy access, but generally they are not used by those who are reading an English author for the pleasure of the reading. Suppose, however, such a reader should find a reference to some character in mythology and should open his encyclopedia. Take a reference to Juno, for instance. He would see her described as "One of the goddesses of the Romans, identical with Here of the Greeks, wife and sister of Jupiter," with possibly something more in the same strain. The reader returns to his book and takes up the thread of his narrative with this vague idea of Juno in mind. But one who has followed Juno through the Iliad of Homer and the Aeneid of Vergil has another kind of idea of what Juno represents, and he reads with this knowledge and gets vastly more out of his reading than the one who knows nothing more than he gets from his book of reference. The student of the classics is able to enter into the full thought of the writer and he thus really enjoys the larger world which the other reader never enters.

What has been said of mythological references in particular holds of classical references in general throughout English literature. No writer who has known the history, life and literature of the ancients can fail to make use, now and then at least, of the rich illustrative materials so abundantly at hand.

The value of such a knowledge of classical matters is readily seen by reverting to the two readers referred to above. Both read of a "Trojan horse," "some wily Sinon," a real "Sabine farm," or something of the kind, and from the reference book one gets an unsatisfactory explanation, if indeed his search for information is rewarded, for he may not know where to look, while the other, without interruption, finds real delight in the familiar visions which are thus brought before him.

Professor Miller has rendered a most valuable service to the cause of the classics in establishing with accuracy the large element of classical mythology in the English poets. A similar investigation into the use of other classical references in both poets and prose writers would be very interesting, and would furnish cumulative evidence of the importance of the classics as a factor in the education of one who would appreciate and enjoy English literature.



## V.

THE USE OF THE LATIN BIBLE, LATIN HYMNS, AND  
SIMILAR LATIN IN THE HIGH SCHOOLS.

Students really enjoy an opportunity to make their Latin touch things of everyday life. A copy of the Latin New Testament and Psalms on the teacher's desk may be made the means of awakening a new interest in his Latin on the part of many a boy, and of turning to good account many an hour that might be without promise. The teacher can read slowly the Latin version of some familiar passage and ask for a translation by ear. The twenty-third Psalm, the Lord's Prayer, the Beatitudes, the Fifteenth chapter of St. John's Gospel, all offer themselves for this purpose, and it will be surprising how gladly even students of the first year will try to make use of all the Latin they know.

Then a student may be asked to repeat in English familiar passages which the others of the class may try to turn into Latin, after which the teacher may find and read the passage from the Bible. An English Concordance of the Bible will greatly facilitate the finding of such passages by the teacher, unless he is unusually well versed in the Scriptures.

Students usually take great delight in committing to memory familiar passages, some such as have been indicated, and teachers will find this a very profitable exercise when time can be found for it.

This little diversion will interest not only the members of your classes, but it will reach their homes and you will find that it will really increase the interest of your community in the work you are doing. There are large possibilities in the use of your Latin Bible.

It is very easy to obtain copies of the Latin New Testament and Psalms. The edition by Beza will be imported in quantities to suit by Lemcke & Bueckner or by G. E. Stechert & Co., New York, or any number of copies can be had of Hinchey-Greer Company, Cape Girardeau, Mo. The price is 40 cents.

D. C. Heath & Co., Boston, New York and Chicago, also publish a very good edition at \$1.00, which we heartily commend.

That you may be able to test the correctness of what has been said a few short selections are given, which you may place before your classes at some favorable opportunity.

## 1. Matthew 6, 9-13, The Lord's Prayer:

Pater noster, qui es in coelis, sanctificetur nomen tuum. Adveniat regnum tuum; fiat voluntas tua, ut in coelo, ita etiam in terra. Panem nostrum quotidianum da nobis hodie. Et remitte nobis debita nostra, sicut et nos remittimus debitoribus nostris. Et ne nos inducas in tentationem, sed libera nos ab illo improbo. Quia tuum est regnum, et potentia, et gloria, in saecula. Amen.

## 2. Psalm 23:

Jehova pastor meus est, non possum egere. In caulis herbidis facit ut recubem, secundum aquas lenes deducit me.

Animam meam quietam efficit; ducit me per orbitas justitiae, propter nomen suum.

Etiam quum ambulare per vallem lethalis umbrae, non timebam malum, quia tu mecum es; virga tua et pedum tuum, ipsa consolantur me. Instruis coram me mensam e regione hostium meorum: delibutum reddis unguento caput meum, poculum meum exuberans.

Nihil nisi bonum et benignitas prosequuntur me omnibus diebus vitae meae; et quietus ero in domo Jehovae, quamdiu longa erunt tempora.

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We wish also to call attention to the use of Latin Hymns in a similar way. Students are generally glad of an opportunity to read aloud, or hear their teacher read, some of the grand old Latin hymns of the fathers, and it is well worth while to keep some of these where they can have ready access to them. If you will first read the Latin then give an English translation of some of these, you will find that there will be quite a number of students who will become interested and even commit them to memory.

Some convenient music store may be able to furnish you several of these hymns set to simple music which your students would gladly learn. It is to be regretted that the various Protestant churches have neglected these grand hymns and are instead in many cases using the merest doggerel, particularly in the selections given to young people. It is very strange that so little use is made of these great hymns, even though the language is foreign to many. Few of us who do not hold the song-book know what

the choir or the chorus sing anyway and it would be a source of satisfaction to know that one of the hymns of the fathers was being sung. The writer, himself a Protestant, does not hesitate to advise any teacher of Latin to ask the priest or the choir master of a near-by Catholic church to assist in finding some of the great hymns with music of a kind that young students could appreciate. There will certainly be a most ready response to such a request.

The following volumes of Latin Hymns are readily secured, and they are heartily commended:

1. Latin Hymns, by Professor William A. Merrill, published by Benj. H. Sanborn & Co.

2. Latin Hymns, by Professor F. A. March, published by the American Book Co.

For those who would like to test the use of Latin Hymns we give a few very simple ones which are within the comprehension of high school students:

1. Veni, Sancte Spiritus, by Innocent III, although it has been ascribed to Robert II, of France, and others.

Veni, Sancte Spiritus,  
Et emitte caelitus  
Lucis tuae radium.  
Veni, pater pauperum,  
Veni, dator munerum,  
Veni, lumen cordium.

Consolator optime,  
Dulcis hospes animae,  
Dulce refrigerium  
In labore requies,  
In aestu temperies,  
In fletu solatium.

O lux beatissima,  
Reple cordis intima  
Tuorum fidelium.

Sine tuo numine  
Nihil est in homine,  
Nihil est innoxium.

Lava quod est sordidum,  
Riga quod est aridum,  
Sana quod est saucium,  
Flecte quod est rigidum,  
Fove quod est frigidum,  
Rege quod est devium.

Da tuis fidelibus  
In te confidentibus  
Sacrum septenarium;  
Da virtutis meritum,  
Da salutis exitum,  
Da perenne gaudium.

2. The following beautiful Christmas Hymn by some unknown author always interests young Latin students, especially so, since simple music to this Hymn is readily obtained:

Adeste, fideles,	Cantet nunc Io
Laeti, triumphantes,	Chorus Angelorum,
Venite, venite in Bethlehem:	Cantet nunc aula caelestium:
Natum videte	Gloria in
Regem Angelorum:	Excelsis Deo:
Venite adoremus,	Venite adoremus,
Venite adoremus,	Venite adoremus,
Venite adoremus Dominum.	Venite adoremus Dominum.
Deum de Deo,	Ergo qui natus
Lumen de lumine,	Die hodierna,
Gestant puellae viscera:	Iesu, tibi sit gloria:
Deum verum,	Patris aeterni
Genitum non factum:	Verbum caro factum:
Venite adoremus,	Venite adoremus,
Venite adoremus,	Venite adoremus,
Venite adoremus Dominum.	Venite adoremus Dominum.

3. The following Hymn, by Thomas of Celano, is readily learned by even very young students because of its simple metre and the rather charming rhyme:

Dies irae, dies illa	Quidquid latet, apparebit,
Solvat saeculum in favilla	Nil inultum remanebit.
Teste David cum Sibylla.	Quid sum miser tunc dicturus,
Quantus tremor est futurus	Quem patronum rogaturus,
Quando index est venturus,	Cum vix iustus sit securus?
Cuncta stricte discussurus!	Rex tremendae maiestatis,
Tuba, mirum spargens sonum	Qui salvandos salvas gratis,
Per sepulcra regionum,	Salva me, fons pietatis.
Coget omnes ante thronum.	Recordare, Iesu pie,
Mors stupebit, et natura,	Quod sum causa tuae viae;
Cum resurget creatura	Ne me perdas illa die!
Indicanti responsura.	Quaereus me sedisti lassus,
Liber scriptus proferetur,	Redemisti crucem passus:
In quo totum continetur,	Tantus labor non sit cassus!
Unde mundus iudicetur.	Iuste iudex ultionis,
Iudex ergo cum sedebit,	Donum fac remissionis
	Ante diem rationis!

4. Another Hymn which will interest students is Gladstone's rendering of Toplady's Rock of Ages.

Iesu, pro me perforatus,	Nil in manu mecum fero,
Condar intra tuum latus,	Sed me versus crucem gero;
Tu per lympham profluentem,	Vestimenta nudus oro,
Tu per sanguinem tepentem,	Opem debilis imploro;
In peccata mi redunda,	Fontem Christi quaero immundus,
Tolle culpam, sordes munda.	Nisi laves, moribundus.
Coram te nec iustus forem,	Dum hos artus vita regit;
Quamvis tota vi laborem,	Quando nox sepulchro tegit;
Nec si fide nunquam cesso,	Mortuos cum stare iubes;
Fletu stillans indefesso:	Sedens iudex inter nuber;
Tibi soli tantum, munus;	Iesu, pro me perforatus,
Salva me, Salvator unus!	Condar intra tuum latus.

There are others in large numbers which can be used to good advantage and which teachers will do a large service to general culture by bringing to the attention of their classes. "Te Deum laudamus," by St. Ambrose; "Grates nunc omnes reddamus," by Nokter, of St. Gall; "O quanta qualia sunt illa Sabbata," by Abelard; "Stabat mater dolorosa," by Innocent III; "Jerusalem luminosa," by an unknown author; "Arx firma Deus noster est," Buttmann's rendering of Luther's "Ein feste burg ist unser Gott," are worthy of the time and effort of any one who would think the great thoughts of the choicest minds of all ages.

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## VI.

### THE QUALIFICATIONS OF A HIGH SCHOOL LATIN TEACHER.

It will be understood that the general qualifications of a Latin teacher are the same as of those who teach other subjects. The question of scholarship, of scholarly attainments, is immediately under consideration.

Much of the value of the classical training in the schools of the old regime was due to the fact that generally the classics were taught by scholarly men. In the high schools of today the best educated teachers are generally assigned to the Latin and Greek departments. Unfortunately, in spite of this as a general fact,



it is still true that too large a part of the Latin teaching is done by teachers who are decidedly lacking in the full preparation so desirable for the teaching of a subject which has such large possibilities.

Some of the states are far enough advanced to be able to require that all the teaching done in high schools of the first class shall be by those who hold at least the degree Bachelor of Arts from a reputable college. This is the ideal towards which the high schools of Missouri may well strive, and without doubt it will be reached in a few years, for there is no good reason why any other state should long outstrip Missouri in anything educational. Just now this requirement is hardly practicable, but if any subject is to call for a college trained teacher this should be the Latin.

Because of the definiteness of the subject matter and the accuracy of the standards fixed for the work in Latin, the weakness or strength of the teacher in charge is almost immediately recognized by the higher institution to which the students may go. The student either knows or does not know, and his condition speaks volumes for his school and his teacher.

The following considerations accurately measure the value of the Latin department of a high school:

1. The number of high school graduates who, on entering college, continue their Latin.
2. The number who maintain themselves with credit in the Latin department of higher institutions.

There are high school Latin departments in Missouri, and even in the Normal District, from which the students are seldom known to continue their Latin after entering the Normal or a College. Why? Either the subject has been taught in a half-hearted way and the students have not been impressed with its value, or they know full well that they do not know anything about their Latin, and do not dare jeopardize their "points" already secured. They search, in college, for subjects which they can begin without exposing their imperfect training in their high schools. School authorities may with profit inspect closely this feature of their Latin departments. It is very unjust to bright students to have their education partially wrecked by incompetent teachers in any department, especially in this most important one.

The Latin teachers in this and other colleges know fairly well, when a student gives the name of his high school, what to expect of him. Those high schools are fortunate, whose graduates enter college conscious of their ability and preparedness to take their

place with the students of any and all other high schools, and are determined to measure up to the very best. Poor preparatory training is promotive of intellectual cowardice, and in no subjects does this cowardice more readily assert itself than in Latin and Mathematics. It is very important that the Latin department be in charge of the strongest teacher available.

While we cannot exact the Bachelor's degree of all Latin teachers just yet, there is no good reason why they should not be expected to have at least two years of college work in the subject which they teach. It sometimes happens that prospective teachers take their Normal and College courses in various and sundry subjects, frequently of the "snap" variety, and then when an opening occurs in Latin they apply, and on the strength of their Normal Diploma are elected, even though they never had a course in Latin in the Normal or elsewhere. There is a report of one brave young American who had had only one year of Latin in a country school but who attacked the Latin in an approved high school! Such teaching is farcical, of necessity, and it is from such preparation as this that we hear those wails, "I studied Latin four years and it never did me any good!" The teacher who is not prepared to teach Latin should be honest with himself and his students and not undertake it. For one who has had one year of Latin to try to teach two years is hardly honorable, to say the least. The wise course is for those who are not ready to teach Latin to decline to undertake it, even when the Board has elected no one who is capable. Two wrongs do not make a right.

There is a large and inviting field for Latin teachers in the high school, and those who would give themselves to this work should take time to prepare for it thoroughly. In teaching some subjects, what is called "bluff" will go a long way, but in teaching Latin it does not go very far. Take time to do at least two years of college work in Latin, and by all means in your course get one or two years of Greek also. The genuine Latin teacher cannot afford not to know something of Greek, and a great deal of Latin.

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## VII.

### SUGGESTIONS ON TEACHING HIGH SCHOOL LATIN.

The following suggestions are offered for the benefit of young Latin teachers who have not yet worked out any definite method of teaching.

In the first place, it is necessary to call attention to the fact that in your beginning Latin classes you are giving many students their first taste of real hard study. It will require much patience and common-sense to keep them really interested and disposed to stick to their task. When they complain, some students who are taking other subjects which require little application or study, will give glowing reports of their easy times and thus unsettle the minds of your young Romans. Stay close to them individually and try to set at rights any who are being disquieted by the sight of others disporting themselves under less irksome conditions. You have the hard task of teaching a dozen things in one class. Few of your beginning students know anything whatever about English grammar, many not knowing a subject from a predicate. Teachers of English are very busy nowadays with the beauties of literature, and you must with patience do a part of their work in your Latin class. Some students will know nothing about concentration, nothing about doing a neat, careful, painstaking, piece of work of any kind, and you must teach them these things. Hold them to every quantity and every form with the utmost exactness. Explain to them meantime just wherein they are weak, and let them know that much of their difficulty is due to their learning a number of other things along with their Latin. Tell them of the benefits which have come to the countless thousands who have learned Latin and do not hesitate to let them feel that the boy who chooses Latin and makes good in it is a superior student in your estimation and one whom lazier and duller boys might profitably emulate. There is no good reason for being timid on this matter, for the facts are with you. If parents become somewhat indisposed towards your subject, generally you will find this to be due to some one of those busybodies referred to elsewhere. Go to them and talk over the question with them. Do not let a boy's education become queered, or be wrecked, if in your power to prevent it. Believe in your subject and see that it is rightly understood.

### FIRST YEAR.

The teacher should select one of the latest and best texts, being very careful to leave alone those which are to his thinking not workable. Among the most satisfactory texts now available are the Collar & Daniell's First Year Latin, Potter's Elementary Latin Course, Pearson's Essentials of Latin, and Bennett's First Year Latin. There are other texts which are good, but those mentioned are safe and reliable. After the text is selected, it is important that

no lesson, or any part of it, be passed over until it is thoroughly understood by the class. Some difficulty may be met with in dividing the chapters so that the rate of progress can be properly estimated, but thoroughness should be stressed rather than the number of pages.

The forms should be learned thoroughly and the vocabularies should be constantly reviewed. In connection with the new words, as they occur, the class should be asked to find derived English words, if there are any.

In handling the Latin-English and the English-Latin exercises, young teachers frequently lose a great deal of time and still get very poor results. The following plan has been found to work out very well, where the classes are not too large:

1. The Latin into English: Each sentence should be read, careful attention being given to the correct pronunciation of each word according to the Roman method of pronunciation. The student should next give the exact English translation of the entire sentence, not word by word, which is to be avoided in all Latin classes. When this is done, texts should be closed and the teacher should read the Latin sentences slowly and distinctly to the students, who are to give the English equivalent in turn. This training by hearing as well as by sight is very important.

2. The English into Latin: Students should be required to study and carefully write out these exercises before coming to class, and should mark all long vowels. In class, the student should read each sentence carefully and give the exact Latin, without referring to his written paper, of course. After the exercise has been done in this way, the entire class should go to the blackboard and copy on the board the exercise as they prepared it, leaving sufficient distance between the lines for corrections. Exchanges can be secured by moving all students one exercise to the right or left, care being taken that permanent places are so assigned that weak students and strong students may alternate in order, for obvious reasons. The teacher should then go over the exercise, sentence by sentence, giving the correct Latin, quantities of vowels, etc., and discussing fully every question of form or syntax which may arise. Each student is to make the necessary corrections in the work which falls to his charge. Time should be taken for any who are not convinced of the correctness of the statements of the teacher, and the text should settle any appeals to authority. Have some Latin grammars at hand in case fuller evidence is necessary. Where blackboard facilities are insufficient, a part of the class can be sent

to the board each day. Another plan is to seat the class in two rows (or other even number) and let the two rows of seats exchange papers for correction. The teacher can give the correct sentence, with quantities of vowels, and the students can correct the mistakes found, if there are any. For this plan, it is necessary that students write on alternate lines, in order to save conflict. After papers are returned, protests should be invited and any questions raised should have attention

3. If the papers show a weakness, they should be given back to the students with the requirement that they be re-written and brought in at the next recitation.

It will pay to point out the essential features of the next day's lesson, and give such assistance in advance as may seem necessary, but do not stress this too strongly.

The paradigms should be learned by every student, and good results in this direction are obtained by a great deal of reciting in concert. Have the class give the entire declension or conjugation in concert, and watch closely for any who may be hesitating, and now and then call on these singly.

Review often and fully. If you have time left after your regular recitation is done, review the declensions, conjugations, and anything that comes to your hand as desirable. Keep up all the back work in this way. Now and then give a written lesson, but require preparation in advance.

The amount of work that a class can do must be determined by the class itself, by the time the teacher has for the recitation, and similar factors. Generally speaking, in the texts mentioned, the body of the text should be completed in about seven to eight months, at the outside, so as to give some time for the reading of simple connected Latin before the close of the year.

These books have some connected Latin ready at hand, but if this prove insufficient, simple fables, *Viri Romae*, or similar material, is recommended. Collar's *Via Latina* and Smart's *New Gradatim* meet the requirements very well. It is very probable that this kind of reading gives more enduring results than the same time spent in trying to read Caesar, even when it is simplified.

During this year the teacher should **drill, drill, DRILL**, day in and day out, and should never think of holding up until his class thoroughly knows the common forms and is fairly familiar with the simple constructions presented in the beginning text. The student who gets his first year's Latin thoroughly very seldom gives



up the study of the subject short of the full college course, if he goes to college. Half of his difficulties with Latin are solved. The teacher is unfair to any student if he allows him to leave the work of this year before he knows it well. It is best for the student to tarry on the first year's work until he has it thoroughly.

During this year, along with the regular work, interest the students in such collateral material as is in their reach, pictures of the great buildings of antiquity, ruins, excavations at Pompeii, and the like. Talks on these subjects will prove profitable. Encourage them to read Bulwer-Lytton's *Last Days of Pompeii*, and read to them selections bearing on subjects of interest to them.

## SECOND YEAR.

If the class is well prepared there is no reason why Caesar should not be taken up at once. This is a very critical time in the life of a Latin student, for he is passing from the broken sentences of the first year, where specific directions are marked out, to the rather severe connected prose of Caesar, which is decidedly more difficult Latin than its place in the high school course would indicate. Where there is no strong motive back of the student's work, he may feel inclined to give up and let his Latin go. In order to obviate this, high schools could profitably spend one or two months at the opening of the second year on some simple reading such as was mentioned in connection with the first year's work, fables, *Viri Romae*, *Gradatim*, etc. This delays beginning Caesar, but when Caesar is begun the students will be able to go faster and will make up the lost time. Even if less than the full four books be read, because of the delay, this institution will accept the lighter Latin as a substitution for the part not read. It is important to hold the students in the class, and the lack of properly grading the work of the second year is a fruitful source of trouble.

When the class is ready for Caesar, there are good reasons in favor of beginning with the second or third book rather than the first. Students find the large amount of indirect discourse in the first book very burdensome, and while the story as a whole is broken somewhat, still it is better to break the story than the students. If desirable the first book can be read later.

A limited amount should be assigned for each day's work, which may be read in advance by the teacher, in part, or in whole, for the first month or so. This practice should be discontinued as soon as possible, however. At the beginning of each day's recita-

tion, the previous day's lesson should be read rapidly by some member of the class, and any unsettled questions should be taken up and satisfied.

The historical side of the subject should be kept before the class, and by repeated quizzes and questions the narrative should be insisted upon. A general class quiz at the close of each campaign will prove profitable. Where possible, theme subjects can be assigned based on the narrative, which arrangement has large possibilities if it can be worked in connection with the English department.

The Grammar should be in the hands of every student and every construction should be located under its heading in the Grammar. It works well to have the entire class read the Grammar statement in concert. If the class is weak in forms and constructions, it is best to go over the Grammar in full, along with the other work, limiting attention to the large type.

Good results are obtained for the first term by requiring explanations of only the ablatives and subjunctives, gradually adding to this list the other constructions.

In connection with Caesar, every student should be required to read one of the lives of Caesar given elsewhere. Other profitable reading has been indicated.

Latin Writing cannot be over-stressed. One recitation each week should be given wholly to prose composition. It is now common to use a text based on the author read, and good results are obtained in this way, if the text is well graded. Care should be taken to give the class material which is not beyond their reach, and they should prepare this before coming to class, with all long quantites properly marked, which rule should be strictly adhered to for the entire high school course.

At class the students should first turn the English into Latin, without using their papers, after which the papers should be copied on the board. Permission to correct any mistake already noticed should be given. Then students should be asked to exchange places so that each one has another's work. The plan given for grading first year's exercises may now be followed. Let grammars and Caesars be at hand, and settle every question on the authority of the texts.

At the close of each day's recitation it is profitable, if time permits, to have some or all of the class write into Latin parts of the day's recitation, the English for which may be given by the teacher or one of the members of the class.

The teacher should ask questions based on the history of the time of Caesar, and the students should likewise ask the teacher a good many such questions. Turn about is fair play, it is said.

### THIRD YEAR.

Cicero's Orations against Catiline furnish a good piece of Latin for beginning this year's study. These can be followed by two others, preferably the Archias and the Manilian Law orations. A good plan is to give the last month or two to reading from the *Metamorphoses* of Ovid, if time will permit. The methods suggested for Caesar hold well here. Larger stress must be laid on the customs and life of the Romans, and the city itself should be carefully studied, as time allows. Each student should read one of the lives of Cicero, and some such volume as Johnston's *Private Life of the Romans*, or Church's *Roman Life in the Days of Cicero*. Latin Writing should have full attention, as during the second year, one day each week being given to this subject.

### FOURTH YEAR.

This year is usually given over to a study of Vergil's *Aeneid*, and by this time the student ought to begin to appreciate his Latin as literature, as well as a discipline. Six books of the *Aeneid* are read during this year, but quality should be required rather than quantity, here, as well as in the other years.

The general plans already presented work satisfactorily here. Larger attention must be given to mythology, and the students should be required to read some handbook on classic myths. Attention must be given to the history of Troy and Schuchardt's account of Schliemann's excavations will be of large interest, as will any one of Schliemann's own volumes.

It is absolutely necessary that the dactylic hexameter be thoroughly mastered both in theory and practice. Have students write out the scansion of a few lines at first, daily, until they understand it. Require the oral scansion of each day's recitation. Scansion in concert is very profitable and by no means difficult to obtain. Classes soon become sufficiently proficient to be able to scan together any of Vergil's hexameter, which they do with real pleasure.

Latin Writing should be continued, one day a week, and more advanced material based on Cicero's orations is very satisfactory.

During this year, persistent effort should be made to bring the student into sympathy with the fine arts of the Greeks and Ro-

mans, particularly sculpture. The photographs and prints which are referred to elsewhere will help greatly, and practically every recitation will call for some one or more of these. If time permits, the teacher might greatly interest the class by reading appropriate selections from a translation of the Iliad and Odyssey.

Some of the more beautiful passages should be committed to memory, such as in Book VI, lines 883-886, "*Manibus date lilia plenis,*" etc.

Vergil's own life should be studied with some care. Nettleship and Sellar are interesting and throw much light upon his writings.

Encourage the students to read the remaining six books in translation, also the Eclogues, which are worthy of study. The Georgics in translation might interest some members of the class.

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## VIII.

### CLASS ROOM EQUIPMENT FOR THE LATIN DEPARTMENT.

Teachers of Latin have not generally pressed upon the school authorities their need of class room equipment, and consequently they have received little attention. It is quite as important that the Latin teacher have a modern equipment for his work as it is for the teacher of any subject in the course of study.

For a long time teachers of science were unable to secure any laboratory facilities, but a better day has dawned for the sciences. It is now comparatively easy for science teachers to convince the school authorities of their need of laboratory materials, which is very fortunate. The Latin teacher, also, must press his needs upon the attention of his school board. Without proper equipment, he cannot hope to do his best work, nor get the most satisfactory results.

Some needs of the Latin room:

#### 1. Charts.

On the wall of the classroom the teacher should have the following large charts: Italy. Gaul, Greece, the Roman Empire, the City of Rome, and others if they can be secured, as of Britain, Spain, Germany, the Mediterranean Region, Asia Minor, etc. Very satisfactory charts are furnished by Rand, McNally & Co., Chicago.

## 2. Books.

General: Harper's Latin Dictionary, Harper's or Smith's Classical Dictionary, Platner's Ancient Rome, Mau-Kelsey's Pompeii, Lanciani's Ruins and Excavations of Ancient Rome, Tarbell's Greek Sculpture, Gayley's Classic Myths, Fowler's Roman Literature, Becker's Gallus, Huelsen's Roman Forum (translation).

Special: (a) To be used in connection with Caesar: Froude's Caesar, Fowler's Caesar, Napoleon's Caesar (translation), Dodge's Caesar, Holmes's Conquest of Gaul, Judson's Caesar's Army; Davis's A Friend to Caesar.

(b) To be used with Cicero: Trollope's Cicero, Middleton's Cicero, Strachan-Davidson's Cicero, Forsyth's Cicero; Boissier's Cicero and his Friends (translation), Church's Roman Life in the Days of Cicero, Johnston's Private Life of the Romans.

(c) To be used with Vergil: Sellar's Vergil (Roman Poets of the Augustan Age), Nettleship's Vergil; Fairbank's Mythology; Schuchardt's Schliemann's Excavations (translation by Sellers).

In addition to these books, the Latin class room should have a good large number of the school editions of the authors read, the more the better, and all the Latin grammars commonly referred to in the editions of the authors. It is worth while to have a good number of the texts used in Latin Prose Composition, particularly for purposes of comparison. The teacher should endeavor to secure copies of every available text for beginning Latin students, and, if a few of those used in Canada and England are secured they will prove decidedly suggestive and helpful.

## 3. Wall Pictures.

Reference is made elsewhere to the use of photographs and lantern slides. Any of these photographs can be enlarged and framed for hanging on the walls of the class room, and this course is strongly urged upon Latin teachers. Large photographs for this purpose can be had of Dunton & Gardner, Boston, and they are remarkably fine, but naturally rather expensive. The Soule Art Publishing Company, Boston, will make what are known as bromide enlargements of photographs which are really remarkable for their accuracy. These are inexpensive, and when properly



framed they add greatly to a class room. This company also frames the pictures, if desired, and their work is very tasteful. The same is true of the Records of the Past Exploration Society, Washington, D. C.

Every Latin classroom should have a number of photographic enlargements of important objects in Rome, including the Colosseum, the Forum, the Pantheon, the Arches of Titus, Septimius Severus, and Constantine, together with others of equal value. Sizes 24 by 30, 22 by 32, 27 by 37, can be had, as can smaller sizes, as 14 by 18, 17 by 23, and on down. The dealers will send you small photographs from which to make your selections, and they enlarge such photographs as you may direct.

#### 4. Sculptures.

Not all high schools can afford to have even plaster copies of classic sculptures, but some teachers may wish to know where they can be had. The Boston Sculpture Co., Melrose, Mass., is a reliable house, and their prices are reasonable. It would be very desirable to have at least busts of the authors read, which may be had at \$6 to \$10, or less. The company referred to will send you their catalogue on request, and you would find some of these copies of classic sculptures a source of inspiration to your students.

#### 5. Other Illustrative Material.

(a) Schreiber's Atlas of Classical Antiquities, a most valuable volume.

(b) Ginn's, Lord's, and Kiepert's Classical Atlases, preferably the last, if only one is secured.

(c) Greek and Roman Sculpture Prints, with Handbook by Von Mach, published by the Bureau of University Travel, Boston, a set which is highly commended to high schools.

(d) Prints of Greek and Roman objects, scenes, etc., to be had from the above-named company, and also from the Perry Pictures Co., Boston. Their lists can be had for the asking.

(e) "Stereographs" supplied by the H. C. White Co., Chicago. The use of the stereoscope for educational purposes is commendable, and this company furnishes a series of views entitled "Italy," which would be a source of continued delight to a

class of bright students. The prices are very reasonable, and teachers are urged to write to this company and investigate the matter. The series referred to is heartily commended.

(f) In addition to what has been said elsewhere it may be mentioned that photographs of every great monument or site in Italy, Greece, or elsewhere, may be had from G. Sommer, Naples, and Alinari, Rome, Italy, and at surprisingly low rates. Any size desired can be had. Supplies of this kind ordered for educational institutions are admitted free of import duty.

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## IX.

### ILLUSTRATIVE MATERIAL FOR THE HIGH SCHOOL AUTHORS.

#### I. Caesar.

Principal George R. Swain, Bay City, Mich., in 1899, took about 250 photographs of points and objects of interest to the student of Caesar. He has prepared these for the use of classes and they can be had at very reasonable rates, which his catalogue will explain. He also furnishes lantern slides made from these photographs. Teachers will find these views very helpful in holding the interest of a class in Caesar.

Any of the large dealers in stereopticons, as Williams, Brown & Earle, Philadelphia, McIntosh Stereopticon Co., Chicago, Records of the Past Exploration Co., Washington, D. C., will be glad to give you prices on lantern slides, and some of these can furnish you unmounted photo prints of buildings, scenes and objects which bear directly upon the life and work of Caesar.

Professor C. U. Clark, of Yale University, has a large collection of the best negatives to be seen in America, and by writing him, or Mr. Geo. R. Bradley, 64 Nash St., New Haven, Conn., you may be able to arrange for either photo prints or lantern slides which will interest not only the student of Caesar, but of Cicero and Vergil as well.

Dr. A. S. Cooley, Auburndale, Mass., has a good collection of negatives and furnishes both photo prints and lantern slides of a high quality.

## 2. Cicero.

From the lists referred to above it will be a simple matter to select photographs which will greatly help the student of Cicero's orations. Ruins of buildings, the Forum, the older bridges of the Tiber, and such objects as Cicero saw will be very profitable. The dealers mentioned will be very glad to make suggestions.

## 3. Vergil.

The same thing can be done in the case of Vergil. One very good collection of lantern slides connected with Vergil in particular is furnished by the Records of the Past Exploration Society, Washington, D. C. The Vergil set contains 40 slides, covering the subject very well indeed. Photo prints and enlargements of the same subjects can be had also. This set is commended most highly.

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# X.

## ILLUSTRATIVE MATERIAL WHICH MAY BE MADE BY THE TEACHER AND THE STUDENTS.

In every class there may be some students with a mechanical turn of mind, and these are easily interested in making, in model, copies of subjects which are daily kept before the class, particularly while reading Caesar. Where the school has a manual training department the problem is greatly simplified.

Dimensions for such things as the *pilum*, *hasta*, *gladius*, *sicca*, *scorpio*, *tormenta*, *scutum* and the like, may be found in the various reference books, as can good wood cuts. From these, even where accurate dimensions are not obtainable, satisfactory working estimates can be made which will answer every purpose. The famous bridge can be made by any boy who makes the effort, and the teacher who has not had this done should busy himself immediately. Also he can make or get a student to make the *vinea*, *scorpio*, *aries*, *turris*, and similar implements, fairly good designs for which are given in the text-books, as Harkness-Forbes Caesar, and others.

It is very profitable to have some of the girl students make, in model also, articles of dress, as the *toga*, *stola*, and the like. Some teachers find it possible to have one or more togas, pairs of

sandals, stolas, etc., of full size, which is commendable wherever practicable. If suitable miniature figures were obtainable good results might be obtained by having these dressed entire, one each as **imperator**, **legatus**, **centurio**, and so on, after the design given in the various texts, but this may not prove worth while.

It is quite probable that many such articles of dress can be obtained, full size, from some of the various theatrical supply houses, in case teachers should need them for any purpose.

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## XI.

### THE CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH.

This association has for its purpose the furtherance of the cause of the classics in the territory indicated. It is mentioned here in order to acquaint the high school teachers of this section with the advantages to be derived from membership and to urge and invite every Latin teacher who may read this to become a member of this Association, if not already connected with it. Those who pay the annual fee of \$2.00, in addition to membership, receive for one year the *Classical Journal*, published monthly at \$1.50, and **Classical Philology**, published quarterly at \$2.50. The *Journal* is very practical and eminently helpful to the high school teacher of Latin, while **Classical Philology** is of special interest to the scholar.

The meeting of the Association was held in New Orleans the past spring, and that of the coming spring will be held in Chicago. The President for this year is Prof. F. C. Eastman, University of Iowa, and the Treasurer is Professor T. C. Burgess, Bradley Polytechnic Institute, Peoria, Ill. Professor W. G. Manly, University of Missouri, Columbia, Mo., is Vice-President for Missouri, and Professor Game, of the Normal, is a member of the Committee on Membership for Missouri. Any one of these gentlemen will be glad to receive your application for membership.

Latin teachers cannot do a better service for themselves than become members of this Association. The *Classical Journal* is alone worth to a high school teacher of Latin several times the amount of the annual fee.

(From the Catalogue.)

### DEPARTMENT OF LATIN AND GREEK.

This department is conducted with special reference to the needs of those who are to teach Latin and Greek. The very best approved methods of teaching are used, and in order to add to the interest and value of the subject studied, an effort is made to bring the students into touch with the great amount of collateral material available for this purpose. The nucleus of a complete equipment has been secured, and as it now stands, it is one of the best equipments, if not the very best, of its kind in the state. More than thirty bromide enlargements of photographs of Greek and Roman subjects are upon the walls. The necessary reference books, dictionaries, histories, charts and the like, are at hand. A full set of the Teubner Latin texts, some special author lexicons, and a good number of the most valuable volumes on the special authors studied, have been secured. Some of the most recent works on Roman topography, Greek and Roman art and life, have likewise been placed before the students, and they are taught the use of these, as a part of their regular work, with a view to having them take to their schools an enthusiastic interest in the study of the Classics.

In addition to the material belonging to the department, students have access to the shelves of the Library, where can be found a good large number of volumes bearing directly upon the work at hand. Also, the splendid Houck Collection of Statuary is of incalculable value to the work of the department, and students here have an opportunity to secure an accurate knowledge of some of the very best work of the great masters.

High school teachers will be interested especially in the illustrative materials being prepared, in model, by the different classes studying Caesar's Gallic Wars. These models add very much to the interest of the classes, and can be readily reproduced by any student in any school.

Attention is called to the increasing demand for well-equipped teachers of Latin in the high schools of the state, especially of Southeast Missouri. The number of high schools increases each year, and all offer courses in Latin. Competent teachers of the subject are always in demand, and those who are preparing for high school teaching may well bear this in mind, and profit by this suggestion.



### LATIN.

1. (a). First Latin, Potter, or Collar and Daniell, and Collar's *Via Latina*. The year is given to a thorough drill in forms and the simpler constructions. During the third term some connected Latin is read, as an introduction to the work of the second year. For beginners. Five hours a week for three terms.

1. (b). First Latin. Same as 1 (a), but begins with the work of the second term. For students who have had at least one term's work.

Students who are not satisfied with the results of their first year's work in Latin, or who have been out of school for some time, will find it decidedly profitable to enter this advanced class and make thorough preparation for the work of the second year.

For the student of average capacity and industry, Latin is not more difficult than any other subject of real value, provided he is prepared for the work of the class which he enters. Time spent in thoroughly mastering the subject matter of the first year is well spent.

Additional classes are formed whenever the demand justifies. A class for beginners is regularly offered for the third term.

2. Caesar, *Gallie Wars* (Allen & Greenough, or other text). In place of two books of Caesar, an equivalent amount of the *Lives of Nepos* (Lindsay), may be read. Latin Grammar (Allen & Greenough); Prose Composition (Pearson); Sight reading; Assigned readings. Five hours a week for three terms.

3. Cicero, *Orations* (Allen & Greenough, D'Ooge, or other text). In place of one oration, Sallust's *Catiline* (Greenough & Daniell), may be read, or other equivalent may be substituted. Latin Grammar (Allen & Greenough); Prose Composition (Pearson); Sight reading; Assigned readings. Five hours a week for three terms.

4. Vergil, *Aeneid*, six books (Fairclough, or other text). In place of two books of the *Aeneid*, the *Eclogues* and parts of the *Georgics*, or about 1600 lines of the *Metamorphoses* of Ovid (Miller), or other equivalent, may be read. Prose Composition (Daniell-Brown); Sight reading; Assigned readings; Latin Versification, especially *Dactylic Hexameter*. Five hours a week for three terms.

5. (a). Horace, Odes (Smith, or Moore); Livy, Books 21 and 22 (Greenough & Peck); Cicero, de Amicitia (Price), or de Senectute (Moore, or Bennett). In place of Livy and Cicero, the Agricola of Tacitus, and selections from the Letters of Cicero, or other equivalent, may be substituted. Latin Literature (Fowler); Sight reading; Assigned readings. Three hours a week for three terms.

5. (b). Latin Writing (Miller). Designed to accompany 5 (a), based mainly upon Livy and Cicero's de Senectute. This course is especially valuable for those who expect to teach Latin. One hour a week for three terms.

6. (a). Tacitus, Annals (Allen); Horace, Satires and Epistles (Greenough, or Palmer); Pliny, Letters (Westcott). Substitutions of equivalents may be made to meet special demands. Assigned readings. Three hours a week for three terms.

6. (b). Roman Life and Customs. A course based upon Mau-Kelsey's Pompeii, Johnston's Private Life of the Romans, and Becker's Gallus, and requiring a very extensive use of the various volumes available in the Library. This course is of great value to those teachers who wish to make their work in Latin especially interesting and profitable, even in the earlier years. One hour a week for three terms.

7. (a). Plautus, Captivi; Terrence, Adelphi; Rapid reading from several writers, including Catullus, Tibullus, and Propertius, or equivalents. Two hours a week for three terms.

7. (b). The Fine Arts Among the Romans. A brief survey of the architecture, painting, and sculpture of the Romans, based upon portions of Von Mach's History of Sculpture, Hamlin's History of Architecture, and Goodyear's Roman and Mediaeval Art, with very large use of the material available in the Library. This course will be of great value to prospective teachers of Latin. One hour a week for three terms.

8. Methods of Teaching Latin. The purpose of this course is to prepare Latin teachers who can make the subject both interesting and profitable to their students. The general plan calls for regular observation work, reports, conferences, and some practice in handling exercises. The various manuals for beginners are examined and discussed, and in the author courses the entire bibliography of the author is studied carefully. Special attention is given to the methods of teaching Latin followed both in this coun-

try and in Europe. The pamphlets and books which belong to the pedagogy of the subject are used constantly.

(a). First year Latin. Four times a week for the fall term.

(b). Caesar. Four times a week for the winter term.

(c). Cicero. Four times a week for the spring term. Credit for this course is given in Methods in Education. See Department of Education, Course 7.

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### GREEK.

1. First Greek, Benner and Smyth. The year is given to a thorough drill in forms and the simpler constructions. During the third term, some connected Greek is read, as an introduction to the work of the second year. Five hours a week for three terms.

2. Xenophon's *Anabasis*, four books (Goodwin and White); *Lysias*, *Orations* (Morgan); *Greek Grammar* (Goodwin); *Prose Composition* (Pearson); *Sight reading*; *Assigned readings*. Three hours a week for three terms.

3. Homer, *Iliad*, four books (Seymour); Herodotus, Books 5 and 6 (Merriam); Demosthenes, *Philippics* (Tarbell); *Prose Composition*; *Greek Versification*, especially *Dactylic Hexameter*; *Greek Literature* (Wright); *Assigned readings*. Three times a week for three terms.

4. (a). Thucydides, Book I (Morris); Aeschylus, *Prometheus Bound* (Wecklein, or Sidgwick); Sophocles, *Oedipus Tyrannus* (White). Substitutions of equivalents may be made, if advisable. Three hours a week for three terms.

4. (b). *Greek Life and Customs*, and the *Fine Arts among the Greeks*. A course based upon Gulick's *Life of the Ancient Greeks*, Tucker's *Life in Ancient Athens*, and Von Mach's *Greek Sculpture*, and requiring very large use of the volumes available in the Library. One hour a week for three terms.

5. *Greek Literature from the Translations*. A course in Greek literature based upon the translations, primarily for the benefit of those who know no Greek, but who wish to become acquainted with the literature. Wright's *Greek Literature* will be used as a handbook with constant reference to others. The course will include a study of the Epic, the Drama, and History. Two hours a week for three terms.

### THE DEPARTMENT OF LATIN AND GREEK.

The friends of the Missouri State Normal School and of classical studies will be interested in knowing that the Department of Latin and Greek is prospering in every particular. The enrollment of the present year is more than a third larger than it was last year, and there is also a decided improvement each year in the grade of students enrolled. There is a remarkably large increase in the number of students who are doing work of college grade.

A good many advanced students are taking Course 8, Methods of Teaching Latin, which is proving both interesting and profitable. This course bids fair to meet a real need in our work of preparing teachers who can teach Latin from the start, without the usual loss which necessarily attends the first efforts of a young teacher. The attention of those who plan to teach Latin is called to this course in particular.

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